

DEPARTMENT OF MINES AND RESOURCES

Honourable J. A. Glen,  
Minister

INDIAN SCHOOL BULLETIN

Issued by the Welfare and Training Service

INDIAN AFFAIRS BRANCH

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" Let us make our education brave and preventive. Politics is an after-work, a poor patching. We are always a little late. The evil is done: the law is passed: and we begin the uphill agitation for repeal of that of which we ought to have prevented the enacting. We shall one day learn to supersede politics by Education. What we call our root-and-branch reforms of slavery, war, gambling, intemperance, is only medicating the symptoms. We must begin higher up, namely, in Education. "

- Ralph Waldo Emerson.

NOTE:

These bulletins are for retention on file. They are NOT to be removed from schools by teachers. Indian Agents will check in their periodical visits to schools, to ensure that these bulletins are kept in the classrooms.

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# indicates article of special interest to  
Indian Affairs Branch Officials.

Due to the fact that we have published  
in this issue

- (1) the details of the new salary schedule  
for Indian day school teachers and
- (2) the list of library books which have  
been made available by the Canadian  
Legion Educational Services,

it has been necessary to eliminate several  
articles which would normally have been  
published in Part II under "Teaching Methods".

PART I                      SCHOOL ADMINISTRATION

# 41                      Drawing Project on Food for Indian Schools

The list hereunder gives the grand prize winners and also the names of those receiving honourable mention in this contest for Indian Day and Residential Schools. A letter and a cheque have been sent to each of the winners. The Nutrition Division of the Department of National Health and Welfare has already made plans for photographing these posters. Many of them have already been shown to the Special Joint Committee of the Senate and the House of Commons appointed to continue and complete the examination and consideration of the INDIAN ACT.

This has been a most successful competition and in all 188 schools were represented. Entries were received from 58 residential and 130 day schools. The Judges in the final contest were:

L. B. Pett, Ph.D., Chief, Nutrition Division,  
Department of National Health and Welfare, Ottawa,

P. E. Moore, M.D., Director of Indian Health Services,  
Department of National Health and Welfare, Ottawa.

R. H. Hubbard, M.A., Ph.D.,  
Curator, National Gallery of Canada.

B. F. Neary, M.B.E., B.A., Superintendent of  
Welfare and Training, Indian Affairs Branch,  
Department of Mines and Resources, Ottawa.

GRAND                      AWARDS

INDIAN RESIDENTIAL SCHOOLS

First Prize:                      Andrew Small Legs,  
Age 13,      Grade 5,  
Sacred Heart Indian Residential School,  
Brocket, Alberta.  
Teacher: Sister M. Aurea Mageau.  
Principal: Reverend Maurice Lafrance, O.M.I.

Second Prize:                      Russell Ross,  
Age 15,      Grade 8,  
Alberni Indian Residential School,  
Alberni, British Columbia.  
Teacher: Mr. Robert A. Maize.  
Principal: Mr. A. E. Caldwell.

Third Prize:                      Gracie Yuzicapi,  
Age 15,      Grade 7,  
Qu'Appelle Indian Residential School,  
Lebret, Saskatchewan.  
Teacher: Sister E. Herauf,  
Principal: Reverend Paul Piche, O.M.I.



INDIAN DAY SCHOOLS

- First Prize: Ronald Edward Paul,  
Age 15, Grade 6,  
Saint Mary's Indian Day School,  
Fredericton, New Brunswick.  
Teacher: Sister Marietta.
- Second Prize: Mary Montour,  
Age 13, Grade 7,  
Caughnawaga R.C. Indian Day School,  
Caughnawaga, Quebec.  
Teacher: Sister Mary Jeanne of the Crucifix
- Third Prize: Myrtle Ninham,  
Age 17, Grade 10,  
Mount Elgin Indian Day School.  
Muncey, Ontario.  
Teacher: Mrs. S. G. Heslip.

HONOURABLE MENTION

INDIAN RESIDENTIAL SCHOOLS (not in order of merit)

Name	Age	Grade	School	Teacher
Tommy Pamatchekwew	13	4	Holy Angels, Alberta.	Sister M.A. Deslauriers
Alice Malo	12	5	Providence Mission, Northwest Territories.	Sister Cecila Caron.
Wilson Bob	15	8	Alberni, B. C.	Mr. R. A. Maize.
Ronald Green	15	7	St. Philips, Sask.	Sr. Marie de la Croix.
Marie Jaquette	-	-	Beauval, Sask.	Sr. Elizabeth Craft.
Dave Fraser	15	6	Sechelt, B. C.	Sr. Mary Laurence.
Therese Greyeyes	10	4	Duck Lake, Sask.	Sr. Mary St. Ignatius.
Rita Wassigijig	17	9	Spanish, Ontario.	Miss Whelan.
Stanley Delorme	11	-	Cowessess, Sask.	Rev. J. Lemire, Prin.
Eva Mary Dave	15	8	Kamloops, B.C.	Sister Anne Mary.
Fred Ekie	14	6	Vermilion, Alberta.	Sister E. Marguerite.
Nora Tanner	-	-	Pine Creek, Manitoba.	Sister Leonard.
Andrew Shortneck	12	1	Ermineskin, Alberta.	Sister St. Eusebe.

INDIAN DAY SCHOOLS (not in order of merit)

Verna Louise Kirkness	14	8	Fisher River, Man.	Mrs. Jean Scott
Florence Pegakmagabou	-	-	Ryerson, Ontario.	Mrs. Rails
Alvin Maracle	11	3	Tyendinaga Miss. Ont.	Miss Lena Elliott
Leonard Bernard	13	5	Indian Cove, N.S.	Miss Gertrude McGirr.



# HONOURABLE MENTION

## INDIAN DAY SCHOOLS (not in order of merit)

Name	Age	Grade	School	Teacher
Elizabeth Pitawanikwat	15	8	Wikwemikong, Ont.	Miss L. Gattie
Marie Marthe Sioui	14	7	Lorette, Que.	Sister Ste. Reme
Glen Hill	10	5	Six Nations, Ont.	E. C. General
Clinton Hill	14	7	Tyendinaga Central	Mr. L. Claus
Jacqueline Dechene	11	2	Maniwaki, Que.	Miss Marie E. Brennan
Lillian P. Bigwin	12	7	Alnwick, Ont.	Mr. John Loukes
Marion McIvor	16	10	Rossville, Man.	Miss L. M. Fleming
Dorothy Martin	12	7	Six Nations, Ont.	M. Jamieson
Maurice Fish	14	8	Six Nations, Ont.	Miss Julia Jamieson
William E. Burnham	14	8	Six Nations, Ont.	E. C. General.
Fredr. Geo. Paul	10	4	Saint Mary's, N.B.	Sister Jean Marie, Prin. Sister Marietta.
John A. Sinclair	13	2	Cross Lake, Man.	Sister M. St. Luke
Leona Wesley	15	8	Songhees, B.C.	Miss A. Frith.

## # 42 Extra-curricular Activities

Since the appearance of the first article of this series in the last issue of the Bulletin, we have received many favourable comments concerning it. We have also received news about some of the extra-curricular activities which are being carried out at our various residential schools.

From the Qu'Appelle Residential School at Lebret, Saskatchewan, comes word of their victory in the Saskatchewan Semi-final Drama Festival. The Indian children won top honours with a Chinese Phantasy "The Stolen Prince", directed by Mr. E. Doll. This competition took place at Regina on February 21. In all eight plays were presented from various high schools and collegiates in southern Saskatchewan.

From the Shingwauk Residential School at Sault Ste. Marie, Ontario, comes word that the Boys' Hockey Team has won the Public School Hockey Championship for the City of Sault Ste. Marie. This team has played splendid hockey throughout and has not lost a single game. This victory means that they are now champions of the local public schools in both softball and hockey.

## Part II The Formation of Girl Guide Companies

It is said that the moral defense of democracy requires that all citizens have a deep and abiding loyalty to its central values; to the conception of the dignity and worth of the individual; to human equality and brotherhood; to free inquiry, discussion, criticism and group decision; to

the canons of personal integrity; honesty and fairness; to the obligations and nobility of work; to a concern for the good of the community.

Girl Guiding tries to develop this loyalty by giving its members a simple code to practise in their group activities and in their lives as individuals. This code is embodied in the Promise and the ten Guide Laws; and every girl who is willing to promise to try to follow it may be admitted to membership, no matter what her race, creed or colour may be.

Girl Guides organize their training along four main lines:

1. Development of character and intelligence through games and tests, and self-discipline based on the Guide code.
2. Acquisition of skill in some hobby or craft which brings the joy of creative activity.
3. The achievement of physical fitness through camping, outdoor games, hiking and the practice of simple health rules.
4. Gaining satisfaction that comes from service to others through the daily good turn, organized public service, and membership in a world-wide sisterhood.

The essence of our method is the Patrol System which is built around the child's instinct to follow a leader. Each Girl Guide Company is divided into Patrols of six or eight girls. Each Patrol elects its own Patrol Leader who represents it at the 'Court of Honour' - the governing body of the Company. At the 'Court of Honour' activities are planned according to the wishes of the Company as a whole, and each Patrol carries out its share of work with the guidance of the Guide Leaders, the Captain and the Lieutenant.

The basic programme is one of graded tests for the three main age groups - Brownies (from 7 to 11 yrs.) who work in 'Sixes'; Guides (from 10 to 14 or 15 yrs.) who work in Patrols, and Rangers who form the oldest age group (roughly 15 to 18 yrs.).

The system of tests is progressive through the three age groups and teaches the elements of home-making, health, first aid, nature, woodcraft, camping, etc.

In addition to the tests a wide variety of proficiency badges in special fields are available to create hobby interests, some of which lead to a chosen career.

Successful Guiding is in direct proportion to the quality of leadership and to the amount and wisdom of community support.

There are more than 4,400 young women who volunteer their time and energy as Commissioners and Leaders so that over 62,000 girls may become better citizens through the game of Guiding. In the Brownie Pack these adult Leaders are called the 'Brown Owl' and her helper the 'Tawny Owl'. In the Guide or Ranger Companies there is a 'Captain' and her assistants are 'Lieutenants'.

The ideal leader of either a Guide Company or a Brownie Pack is an energetic woman who undertakes the job as an important piece of community service. She is practical, adventurous, patient and understanding. She loves the outdoors and outdoor recreation. She is expected to take leadership training courses offered locally by experienced Guide personnel. These courses are designed to make her work simpler and ensure that the training she gives her Guides is of the highest standard. For Guiders in isolated districts, correspondence courses are available.

The Leader's function is to "guide" not to direct; to suggest - never to command. Thus her girls develop a sense of responsibility, the ability



to plan and carry out a task, and some understanding of the democratic process.

While she must gain a solid training in the basic tests, the leader is often as much of a learner as the rest so far as Proficiency badges are concerned. It is the policy of the Association to encourage her to seek expert outside instruction in her own community for badge work with which she is unfamiliar. As an alternative she is urged to obtain the best up-to-date information as contained in government pamphlets and the publications of recognized organizations specializing in each field for which a badge is sought.

District, Division, Area and Provincial Commissioners are warranted by the Chief Commissioner of the Dominion. Their duties are to see that all Guiders (as we call our leaders) are trained in the aims and methods of the Movement, and that they carry these out in the life of each Brownie Pack, Guide or Ranger Company.

The organization of new Girl Guide groups and the formation of Local Associations rests with the District Commissioner or where no District Commissioner has been appointed (as in small communities likely to have only one Guide company) with the Division Commissioner.

The Local Association is usually the community sponsoring body. Membership is drawn from all recognized community interests. This representative group of men and women is under the chairmanship of the District Commissioner.

The firm backing of the Local Association is essential to growth and efficiency. Besides sponsorship, the function of the Local Association is to relieve Guiders of all outside work, leaving them free to run their companies and packs.

In the Provincial field the Movement is sponsored by a Provincial Council of representative women, with an Executive Committee headed by the Provincial Commissioner.

Nationally, Guiding is sponsored by the Dominion Council members, and the Movement is administered at this level by an Executive Committee of some 30 volunteer members headed by the Chief Commissioner.

The official magazine for leaders is The Canadian Guider which is published every two months, and is sent free to all registered Commissioners, Captains, and Brown Owls, and 50 cents a year to others.

Dominion Headquarters is located at 22 College Street, Toronto 2.

The Chief Commissioner is Mrs. John S. Corbett of Montreal.

#### Provincial Offices

Address inquiries to the Provincial Secretary,  
The Girl Guides Association.

British Columbia - 716 Dominion Bank Building, Vancouver, B. C.

Alberta - 10158 - 102nd Street, Edmonton.

Saskatchewan - The Normal School, College Ave. and Rose St., Regina.

Manitoba - 914 Somerset Building, Winnipeg.

Ontario - 21 Prince Arthur Ave., Toronto 5.

Quebec - 1500 Guy Street, Montreal.

New Brunswick - Room 17, 49 Canterbury St., Saint John.

Nova Scotia - 219 Hollis Street, Halifax.

Prince Edward Island - 114 Brighton Road, Charlottetown.



# 43 Regular Attendance at Day Schools

The enforcement of the attendance clauses of the School section of the Indian Act has long been a problem for Indian agents, teachers and truant officers.

A great deal of thought has been given to various positive ways in which regularity of attendance can be furthered. Mr. T. L. Bonnah, Indian Agent of the St. Regis Agency at Cornwall, Ontario, has used very successfully the method described below in securing improved attendance. We have received from him permission to describe how he tackled this problem.

On February first the following letter was sent to each school in his agency:

" From: Mr. T. L. Bonnah, Indian Agent,  
To: All Teachers, St. Regis Agency.  
Subject: School Attendance.

"Listed below you will find the percentage of attendance for the various schools in this Agency covering the month of December, 1946. In future, attendance record will be sent out to each school as soon as possible after the close of the month.

St. Regis Village School	- Junior Room	96 %
St. Regis Village School	- Senior Room	94 %
Cornwall Island West School	-	90.6 %
Chenail School	-	89.4 %
Cornwall Island East School	-	87.6 %
Chetlain School	-	83.3 %
St. Regis Island School	-	83.1 %

"Please post this where the pupils of your school may read.

"HOW ABOUT IT, PUPILS? PUT YOUR SCHOOL AT THE TOP OF THE LIST!"

On March first, in spite of severe weather conditions in that part of Quebec, the following percentage attendance was achieved by the schools in his agency, and Mr. Bonnah wrote them as follows:-

"From: Mr. T. L. Bonnah, Indian Agent,  
To: Teachers and Pupils, St. Regis Agency Schools.  
Subject: School Attendance - February, 1947.

	- 100 %
	-
	-
St. Regis Village School	- Junior Room 97 %
St. Regis Village School	- Senior Room 95.3 %
Chenail School	93 %
Cornwall Island East School	91 %
Chetlain School	89.8 %
St. Regis Island School	89.5 %
Cornwall Island West School	88.7 %

"CONGRATULATIONS to those little tots in the Junior Room of the Village School. They have held top honours for three consecutive months.

"Nice going there, Cornwall Island East and Chenail Schools.

"P.S. - I forgot to mention that those "JUNIOR KIDS" have an important reason for getting to school on time and regularly ... and it's not the Policeman either."

# 44 Report Cards

These cards have now been received from the printers and can be ordered from the Branch. Those principals and teachers who placed their orders previously should receive the report cards in the near future. Those who have not ordered them should do so now. A copy of the report card is enclosed for examination with this issue of the Bulletin.

# 45 Readers for Protestant Schools

In line with our previously announced policy of replacing the Highroads Readers, in grades 1, 2 and 3, with the Basic Readers of the Curriculum Foundation Series, we now wish to inform teachers that we can no longer supply the Highroads Reader Book 3. It is now being replaced by "Streets and Roads" (Book 3) of the Basic Reader Series. Teachers should also requisition for the Guide Book to the Third Grade Programme for their own use. For the pupils' use, they should also requisition for the Workbook "Think-and-Do Book for Streets and Roads".

Both these items should be included in the June requisitions. In the final issue of the Bulletin for the 1946-47 academic year we will also list details of other textbooks, supplementary books and library books which can be ordered.

# 46 Jolly Numbers Arithmetic Series

We have just been advised by the publishers of the above textbook series that Book No. 1 is out of print and will not be in stock again until May. Teachers who have already requisitioned for a supply of these texts will receive them as back orders and need not requisition for them again.

# 47 Salary Schedule for Indian Day School Teachers

School Teachers

We are pleased to present to our teachers the details of the new salary schedule which has been approved by the Treasury Board and which will become effective on 1 September, 1947. You will also find the regulations which outline the various classes of teachers and principals.

The highlights of the new plan are briefly as follows:

1. The salaries are based on two factors, namely, qualifications and experience. Practically all the salary scales of the Provincial Departments of Education follow this principle. You will find our scale basically similar to those recently adopted in Manitoba, British Columbia and Nova Scotia.
2. Two types of teachers are provided for:
  - (a) the Indian school teacher who teaches the usual academic year of 10 months,
  - (b) the Indian welfare teacher who teaches 10 months but remains on the reservation for 12 months (less the usual Civil Service holidays of 18 days per annum and other holidays as detailed).
3. At the present time appointments will only be made as day school teachers. We will publish details of the duties of welfare teachers in the next issue of the Bulletin and give particulars as to how such appointments will be made. You will note that the position of welfare teacher will only be established on isolated Indian reserves located at some considerable distance from the nearest Indian Agent.



4. We do not intend at the present time to dispense with the services of non-certificated teachers whose work has proven satisfactory. It is considered that an emergency now exists in view of the limited supply of qualified teachers available. Your attention is particularly drawn to paragraph 2 of the General Regulations with regard to salaries.
5. We have encountered a great deal of difficulty in defining the type of teacher's certificate necessary for classification into the various grades of teachers. The nine provinces differ considerably in their requirements for certification and also in their nomenclature. Therefore we have attempted to make it clear that for
  - (a) grade II teachers, we require a teacher's certificate issued by a Provincial Department of Education based upon an academic training of High School Junior Matriculation and upon a professional training of one year at a provincial normal school.
  - (b) grade III teachers, we require a teacher's certificate issued by a Provincial Department of Education based upon an academic training of High School Junior Matriculation or First Year University and upon a professional training of one year at a provincial normal school.
6. You will note that teachers are required to take courses to improve or "refresh" their academic or professional qualifications in order to advance on schedule. This is in line with regulations included in recent provincial schedules, e.g. Manitoba and Nova Scotia). Some provinces go further and require such courses to maintain schedule level, if on maximum.
7. Teachers who intend returning to Indian day school positions in the 1947-48 academic year are requested to set out their qualifications and experience on the form attached to this copy of the Bulletin. Then we can set your salary and grade classification for 1 September, 1947. Please note that a minimum of eight months of regular employment during one school year will constitute a year of experience. Lesser fractions will not be counted.
8. Teachers holding Third Class Certificates, Teaching Permits and similar licences based upon short teacher training courses and incomplete high school academic standing will be classified as Grade I Teachers only.
9. Special consideration will be necessary for teachers holding English and other teaching certificates. It is most advisable in all such cases that these certificates be converted to Canadian ones so that teachers can benefit by the scale. It will be necessary for such teachers to submit complete details of their certificates on the attached application form.
10. Please complete the application form if it is your intention to continue in our service during the 1947-48 academic year. Send it to your Indian Agent as soon as possible for forwarding to Ottawa.
11. Extra application forms can be made available by writing directly to the Branch.



PROPOSALS FOR GRADES OF CIVIL SERVANTS TO BE  
EMPLOYED IN THE WELFARE AND TRAINING  
SERVICE OF THE INDIAN AFFAIRS BRANCH  
DEPARTMENT OF MINES AND RESOURCES

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Teacher, Indian School

Teacher, Indian School, Grade I	\$1000-1120.
Teacher, Indian School, Grade II	1200-1560.
Teacher, Indian School, Grade III	1260-1980.
Teacher, Indian School, Grade IV	1500-2220.

Classification Regulations

1. Teacher, Indian School, Grade I.

(a) Teachers in this category will be required to hold certificates from a recognized Normal or Teachers' Training School. After 1 September, 1947, it will be the policy of the Department to employ only teachers who hold recognized teaching certificates. Any non-certificated teachers employed as of that date can be retained in the service but no further non-certificated teachers will be employed except in the event of an emergency. If this is necessary such teachers will fall into this category.

(b) Salary raises to \$1060. and \$1120. will be given for satisfactory service in the first three years only as shown on the salary scale.

2. Teacher, Indian School, Grade II

(a) Teachers in this category will be required to hold a Second Class Teacher's Certificate (or equivalent requiring High School Junior Matriculation plus teacher training at a recognized school).

(b) Salary raises for satisfactory service will be given annually for the first seven years only as shown on the salary scale.

(c) No teacher shall be eligible for the increments provided in the fourth or seventh years of service according to the scale attached hereto, unless such teacher has at some time in the preceding three year period respectively, completed one professional or academic session at a Provincial or University Summer School for teachers, or an equivalent course recognized by the Indian Affairs Branch.

3. Teacher, Indian School, Grade III

(a) Teachers in this category will be required to hold a First Class Teacher's Certificate (or equivalent requiring High School Senior Matriculation or First Year University) plus teacher training at a recognized school. Specialist teachers with First Class Certificates in Industrial Arts, Household Science, Agriculture or other specialist field will also be classified in this category.

(b) Salary raises for satisfactory services will be given annually for the first ten years; thereafter at the end of the 14th and 19th years of experience.

(c) No teacher shall be eligible for the increments provided in the 4th, 7th, 10th, 14th and 19th years of service according to the scale attached hereto, unless such teacher has at some time in the preceding three or five year period respectively, completed one professional or academic session at a Provincial or University Summer School for teachers, or an equivalent course recognized by the Indian Affairs Branch.

4. Teacher, Indian School, Grade IV

(a) Teachers in this category will be required to hold a High School Teacher's Certificate (or equivalent requiring a University degree plus teacher training). Specialist teachers with High School Certificates in Industrial Arts, Household Science, Agriculture, or other specialist field will also be classified in this category. It will be further required that 50% of such teacher's teaching time be spent in Grade IX and upwards.

(b) Same as for Teacher, Grade III.

(c) Same as for Teacher, Grade III.

Teacher, Indian Welfare

1. Teacher, Indian Welfare, Grade 1	\$1200-1320.
2. Teacher, Indian Welfare, Grade 2	1380-1740.
3. Teacher, Indian Welfare, Grade 3	1500-2220.
4. Teacher, Indian Welfare, Grade 4	1740-2460.

Classification Regulations

(a) These regulations shall be the same as for Teacher, Indian School. Normally these will be teachers of day schools situated on isolated reservations.

(b) These teachers can qualify for the salary increments requiring summer school courses by taking correspondence courses from Provincial Departments of Education, Universities or other schools recognized by the Indian Affairs Branch.

(c) These teachers will remain on the reservations during the usual summer holiday period. They will be given the normal Civil Service holidays totalling eighteen days throughout the school year.

(d) These teachers will, in addition to their normal teaching duties, carry out social and welfare work, assist in the administration of family allowances, the dispensing of medicines and work towards the general welfare and advancement of the Indian people as required by the Indian Affairs Branch.

(e) These teachers may be granted a leave of seven weeks once every three years to enable them to attend a course in social welfare, sociology, child psychology or allied professional field at a Canadian or American University or school recognized by the Indian Affairs Branch.

Principal, Indian School

1.	Principal, Grade 1	\$1380-2100
2.	Principal, Grade 2	1500-2220
3.	Principal, Supervising, Grade 3	1740-2460
4.	Principal, Supervising, Grade 4	1860-2580

Classification Regulations

1. Principal, Grade 1, \$1380-2100.

(a) To qualify for this position, a teacher must have:

1. A first class teaching certificate,
2. At least three years' successful teaching experience
3. Three or four classrooms and their teachers within the building under his jurisdiction.

(b) Salary raises for satisfactory services will be given annually for the first ten years; thereafter at the end of the 14th and 19th years of experience.

(c) No principal shall be eligible for the increments provided in the fourth, seventh, tenth, fourteenth and nineteenth years of service according to the scale attached hereto, unless such teacher has at some time in the preceding three or five year period respectively, completed one professional or academic session at a Provincial or University Summer School for teachers, or an equivalent course recognized by the Indian Affairs Branch.

2. Principal, Grade 2, \$1500-2220.

(a) To qualify for this position a teacher must have:

1. A first class teaching certificate,
2. At least three years' successful teaching experience,
3. Five or more classrooms and their teachers within the building under his jurisdiction.

(b) Same as for Principal Grade 1.

(c) Same as for Principal Grade 1.



3. Principal (Supervising) Grade 3, \$1740-2460.

(a) To qualify for this position a teacher must have:

1. A first class teaching certificate,
2. At least six years' successful teaching experience,
3. Up to and including eleven classrooms and teachers under his supervision.

(b) Same as for Principal, Grade 1.

(c) Same as for Principal, Grade 1.

4. Principal (Supervising) Grade 4, \$1860-2580.

(a) To qualify for this position a teacher must have:

1. A high school teacher's certificate,
2. At least eight years' successful teaching experience,
3. Over twelve classrooms and teachers under his supervision.

(b) Same as for Principal, Grade 1.

(c) Same as for Principal, Grade 1.

GENERAL REGULATIONS:

1. For the purpose of determining the teacher's salary in the scale attached hereto, and for the purpose of determining the teacher's experience for the salary increment, the teacher's total service as at the beginning of each school year shall be taken, and such salary increment shall not be revised until the beginning of the following school year.

2. No teacher in the year 1947-48 and thereafter shall, while holding the same teaching position held in 1946-47, receive a lower salary than the total amount paid him in 1946-47.

3. Time spent by a duly certificated teacher as a teacher in the public schools in any part of the British Commonwealth, or as an Instructor in a University in any part of the British Commonwealth, shall be regarded as time spent in teaching in the schools of the Indian Affairs Branch, provided that the maximum period of such teaching service to be regarded shall not exceed five years. Such teachers must also have attended one professional or academic session at a Summer School Course recognized by the Indian Affairs Branch in order to qualify for the increments described above in the regulations for grades of teachers.

4. In schools in which English is the language of instruction, the teacher's certificate must be for the English language to be recognized by the Indian Affairs Branch for the purposes of the salary scale.

5. In schools in which French is the language of instruction, the teacher's certificate must be for the French language to be recognized by the Indian Affairs Branch for the purposes of the salary scale.

INDIAN TEACHER'S SALARY SCALE

CLASS OF CERTIFICATE

YEAR OF TEACHING EXPERIENCE

	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11-15	16-20	21 on
High School (Grade IV) Teacher	1500	1560	1620	1680	1740	1800	1860	1920	1980	2040	2100	2160	2220
First Class (Grade III) Teacher	1260	1320	1380	1440	1500	1560	1620	1680	1740	1800	1860	1920	1980
Second Class (Grade II) Teacher	1200	1260	1320	1380	1440	1500	1560	(No further increments)					
Third Class (Or Permissive Grade I) Teacher	1000	1060	1120	(No further increments)									

INDIAN WELFARE TEACHER'S SALARY SCALE

High School (Grade IV) Teacher	1740	1800	1860	1920	1980	2040	2100	2160	2220	2280	2340	2400	2460
First Class (Grade III) Teacher	1500	1560	1620	1680	1740	1800	1860	1920	1980	2040	2100	2160	2220
Second Class (Grade II) Teacher	1380	1440	1500	1560	1620	1680	1740	(No further increments)					
Third Class (Or Permissive Grade I Teacher	1200	1260	1320	(No further increments)									

PRINCIPAL'S SALARY SCALE

High School (Grade IV) Principal	1860	1920	1980	2040	2100	2160	2220	2280	2340	2400	2460	2520	2580
First Class (Grade III) Principal	1740	1800	1860	1920	1980	2040	2100	2160	2220	2280	2340	2400	2460
First Class (Grade II) Principal	1500	1560	1620	1680	1740	1800	1860	1920	1980	2040	2100	2160	2220
First Class (Grade II) Principal	1380	1440	1500	1560	1620	1680	1740	1800	1860	1920	1980	2040	2100



PART II      TEACHING METHODS

48      M a p s

We are still experiencing considerable difficulty in obtaining a supply of linen-backed roller maps suitable for classroom purposes. However, we have procured a quantity of paper maps from the Surveyor General of the Department of Mines and Resources. Principals and teachers can requisition for these on the usual form I A 413. Teachers should be certain to specify the exact title as given below and include on the requisition form only those maps listed. In ordering, it will only be necessary to give the title and the size of the map required. Please write or print "M A P S" at the top of the requisition for ease in sorting. These maps will be delivered in September but teachers should requisition now so that we can determine the quantities required.

	Title	Scale	Size
1.	Canada	100 miles to 1"	36 x 25 $\frac{1}{2}$
2.	Canada, Resources	100 miles to 1"	36 x 25 $\frac{1}{2}$
3.	World	-----	42 x 26
4.	Alberta	35 miles to 1"	18 x 25 $\frac{1}{2}$
5.	British Columbia	35 miles to 1"	34 x 31
6.	Manitoba, North Sheet	16 miles to 1"	33 x 30
7.	Manitoba, Saskatchewan & Alberta	35 miles to 1"	42 x 31
8.	New Brunswick	10 miles to 1"	30 x 25 $\frac{1}{2}$
9.	Northwest Territories and Yukon	80 miles to 1"	33 x 27 $\frac{1}{2}$
10.	Nova Scotia	15.7 miles to 1"	24 x 28
11.	Ontario	35 miles to 1"	36 x 38
12.	Prince Edward Island	3.9 miles to 1"	38 $\frac{1}{2}$ x 34 $\frac{1}{2}$
13.	Quebec and Maritime Provinces	35 miles to 1"	36 x 48
14.	Saskatchewan North Sheet	16 miles to 1"	32 x 30
	Saskatchewan South Sheet	16 miles to 1"	30 x 25 $\frac{1}{2}$

49      Summer Schools for Teachers

As the month of June comes closer, our teachers' minds are turning to thoughts of what they will be doing during the summer holidays. In the salary scales and regulations that are outlined in this issue, you will notice that teachers are required to improve or refresh their academic or professional qualifications in order to advance at certain stages of the schedule.

We strongly recommend to all our teachers that they enroll in courses which are provided by the various Provincial Departments of Education during the summer holidays. Ontario teachers will be receiving a separate letter concerning the summer course for auxiliary teachers being conducted by the Department of Education for the Province of Ontario and in which we will be co-operating.



50 Canadian Legion Educational Services Library Books.

The Welfare and Training Service of the Indian Affairs Branch has recently received a gift of a large number of books from the Canadian Legion Educational Services. These books were presented by the Legion to our Branch as a token of esteem for the services rendered by Indian veterans in World War II.

It has been necessary to establish a separate ware-house in Ottawa and to employ two young veterans to uncrate these books and prepare them for distribution. We list below the names of the books which have been made available and for which our teachers can now requisition. Teachers should use the requisition forms I A 413 and should submit them to the Department IN DUPLICATE. Requisitions which are not sent in, in duplicate, will be returned for the completion of an extra copy. Our clerical staff could not cope with the typing of some 400 extra copies of these requisitions, so we ask please for your co-operation. At the top of each requisition, teachers should write or print the words "Legion Books". Quote only the number of the book and the title in your requisition.

Most of these books are new and have never been used. Many of them are expensive and valuable reference books. In some instances Indian Agents will wish to requisition certain books for use as references. This particularly applies to books in Agriculture, Forestry, etc., which would be of great benefit to both Agents and Farming Instructors.

We also have a number of books in fairly limited quantities which would be suitable for libraries. If there are any Indian bands which possess libraries, we can supply them with a limited number of books suitable for library use. They should prepare requisitions in the normal way and attach a covering letter from the Indian Agent, explaining the use to which these books will be put.

In all instances you are requested to complete requisitions and submit them as soon as possible. The ware-house space which we are using is available for a limited time only and we are anxious to ship these books out to Indian schools and communities where they can be of use.

Vocational and Technical Books

(The term "Shop library" refers only to residential and day schools in which properly organized courses in manual training are conducted).

Number

1. Machine Shop Drawing Course (Franklin D. Jones) 2 volumes.  
1940-1941-1944.  
Reference book for teacher. Comprehensive treatise and machine shop practice including the fundamental principles.  
One copy available for shop library.
2. Jewelry Gem Cutting and Metalcraft (William T. Baxter).  
1942 287 pages.  
Reference book. Part one deals with metalcraft.  
One per shop library.
3. Plastic Working of Metals and Non-Metallic Materials in Presses  
(E. V. Crane). 1943 540 pages.  
  
Advanced reference book, profusely illustrated.  
Suitable for reference library.  
One copy available per shop library.

## Number

4.     Plastics in Industry.     (Cheical Publishing Company).  
                                      1941           241 pages.

Advanced course reference book.  
One copy per shop library.
5.     Diesel and Other Internal Combustion Engines (Howard E. Degler).  
                                      1943           237 pages.

Profusely illustrated. A practical text on the Development,  
Principles of Operation, Construction, etc. Reference book.  
One copy available for each shop library (or as required by  
agents and engineers).
6.     Shop Theory. (The Shop Theory Department Henry Ford Trade School)  
  1944           267 pages.

Recommended as a reference book for teachers of machine  
shop practice,  
One copy per shop library.
7.     American Diesel Engines (Morrison). 1939          489 pages.

Advanced book for the reference of Instructors who deal with  
Diesel engines. One copy per shop library (or as required  
by agents and engineers)
8.     Audio-Visual Hand Book (Ellsworth C. Dent). 1942       227 pages.

Handbook of information for those who should be interested in  
using visual aids to instruction.  
One copy per teacher.
9.     American Electrician's Handbook (Clifford C. Carr) 1942   1633 pages.

Excellent reference book but highly technical. Very useful  
as a reference book for teachers and instructors who  
deal with electricity. One copy per shop library.
10.    Forging Practice (Johnson).           1944       136 pages.

This is a book for teachers and students of forging.  
Rather advanced. Chapter on hand forging.  
One copy per shop library.
11.    Blue-print Reading for the Building and Machine. 1943   116 pages.

Good reference book for students and teachers where general  
shop is organized. Three copies per shop library.
12.    Industrial Production Illustration (Hoelscher, Springer and Pehle).  
  1943       172 pages.

Good reference book for mechanical drawing.  
Two copies per shop library.
13.    Practical Electricity (J.E. Crawford). 1939       227 pages.

This book aims to set forth the principles of the science of  
electricity in as clear a manner as possible. An advanced  
book on electricity. One copy per shop library.
14.    Mechanics (Merchant - Chant - Cline). 1931       390 pages.

A good reference book. It deals with the simple principles of  
machines and physics in general.  
One copy per library. Limited quantity.



Number

15. Pattern Making (Ritchey-Monroe-Beese-Hall). 1944 230 pages.

A reference book covering fully the subject of pattern making giving the details of equipment necessary. A chapter on hand cutting tools, measuring tools and working medium.  
One copy per each shop library.

16. Sheet Metalwork - (William Neubecker). 1945 360 pages.

Complete treatise and shop metalwork covering tools and methods of obtaining tools. Three copies per shop library.

17. Sheet Metal Worker's Manual (Broemel). 1942 - 550 pages.

Advanced metal worker's reference book.  
One copy per shop library.

18. Art Metalwork with Inexpensive Equipment. (A.F. Payne).  
1929 174 pages.

A good reference book for teachers interested in art metalwork. Three copies per shop library.

19. Decorative Wrought Iron Work (F. Googerty). 1937. 79 pages.

This should prove to be a good text book.  
Three copies per shop library.

20. Metal Working Shop (United States Armed Forces Institute).  
1944 226 pages.

A good reference book. Available one copy per shop library.

21. Linoleum Block Printing (C.D. Bone) 1944 99 pages.

A good reference book for the senior grades. The instructions are clear and understandable. This book should prove helpful to beginners as well as experts.  
Available one copy per senior classroom.

22. Essentials of Wood Working (Griffith). 1931 232 pages.

This is a text book for schools. Available one copy for each shop library as long as they last.

23. Blacksmithing (Selvidge and Allton). 1925 156 pages.

Should prove a good reference book for the student or farming instructor. One copy per shop library.

24. Metal Practice and Precision Measuring (J.W. Grachino and J.L. Feirer) 160 pages.

A shop work text. Two copies per shop library.

25. Training Course, Part 1. (Western Retail Lumbermen's Association).  
1945 203 pages.

A good reference book on lumbering for teacher and students.  
Three copies per shop library.

26. Successful Soldering (L.S. Taylor) 1943 76 pages.

A good reference book for teachers and students.  
One copy per shop library.

27. Things to Make and How to Make Them. (William W. Klenke)  
112 pages.

Three per shop library.



Number

28. Small Sawmill Business. 1945 182 pages.

One copy available to schools and agents interested in operating a sawmill.

Note: -

The following books will be useful for agents and farming instructors.

29. Farm Machinery by A. A. Stone 1942 524 pages.

Describes the construction, operation and maintenance of farm machinery including engines. Well illustrated and indexed. Useful wherever farming is conducted or where pupils have an interest in the subject.  
One copy per interested teacher.

30. Farm Buildings by J. C. Wooley 1941 345 pages.

Details of the building materials for and the construction of farm buildings for all purposes. Well illustrated and written as a text-book with exercises for self-teachers. Useful book for all larger schools.

31. Farm Management and Marketing by Hart, Bond and Cunningham. 1942 647 pages.

Useful for those who wish to increase the income from their farms. Highly recommended for Residential Schools.

32. Breeds of Farm Livestock in Canada by J.W.G. MacEwan. 1941 526 pages.

Describes (with pictures) the horses, cattle, sheep and pigs which should be familiar to all those who expect to derive any profit from handling livestock.  
One per interested teacher.

33. Small Fruit Culture by G.S. Shoemaker. 1934 434 pages  
52 illustrations

This book describes in detail the culture of strawberries, raspberries, currants, cranberries, etc. Advice on the harvesting and marketing of blueberries should be very useful.  
One per interested teacher.

34. Land Drainage and Reclamation by Ayres and Scoates. 1939 496 pages.

Profusely illustrated. Explains the techniques of surveying fruit control, soil erosion, land clearing. How to get the most out of difficult land. One per interested teacher.

35. Instruction in Elementary Motor Mechanics by Canadian Army. 1942 312 pages.

Profusely illustrated. Useful to all who expect to have to work with gasoline engines. This book was studied by many soldiers who later became experts.  
One per interested teacher.

36. Crop Production by Hughes and Henson - 1930 reprinted 1943 - 816 pages.

Well illustrated and indexed. Includes useful chapters on storage and marketing. Chapters on insect pests and plant diseases. One per interested teacher.

Number

37. German Forestry (Franz Heske 1938 342 pages.

The experiences of German foresters will be useful in our own country in the years to come. Every school library should have a copy of this work. Highly recommended for all interested in forestry and reforestation.

38. Forests, Trees and Woods (F. E. Tustison) - 1936 95 pages.

Profusely illustrated. Some chapter wordings are "Forests and Recreation, "Defects in Lumber" and chapters on each of the most frequently encountered species of trees.

39. Quartz Family Minerals (Dake, Fleener and Wilson) 1938 304 pages.

This is a note-book for the mineral quartz. "This book may help the wanderer to strike it rich or at least collect a competence". Available at the rate of one per teacher in Grades 7 and up.

S c i e n c e B o o k s

40. Everyday Biology (Curtis, Caldwell and Sherman) 1943 - 698 pages.  
Grade 10 and up.

Profusely illustrated. Useful science reference book. Teachers with grade eight pupils can requisition one for reference purposes.

41. Understanding the Universe (Carroll, Rexford & Weed) 1943 712 pages.  
Grade 8 and up.

A well-illustrated textbook of general science which will be useful in any school library. Teachers with grade eight pupils can requisition one for reference purposes.

42. General Science (Henry Bowers) 1938 440 pages.

Authorized text in the Province of Ontario for High School Science. Available in Book 1 for Grade 9 and Book 2 for Grade 10.

43. Physics Today (Clark et al) 1943 685 pages.

A text book in Science for pupils in Grades 10, 11 and 12.

44. Advanced Biology (Wheat and Fitzpatrick) 1940 452 pages.

A text suitable for Grades 10, 11 and 12 as a reference book in Biology.

45. A Text-Book on Botany for Colleges (Ganong) - 1937 - 586 pages.

A reference book for High School Science Teachers.

46. Elementary Geology for Canada (Moore) 438 pages.

Available as a reference book for High School Science Classes and for interested teachers.



Number

Social Studies Books

47. Quebec, Historic Seaport -- Mazo de la Roche 212 p. 25 cm.  
Includes pictures of famous personages and scenes around Quebec. A novel treatment of early days in New France, Imaginative and vivid.
48. The Discovery of Canada (Lawrence J. Burpee) 280 p. 21 cm.  
Wherever possible the author allows "each explorer to tell his own story in his own way". Includes biographical notes on numerous explorers and a biography of twelve pages on the topic of the discovery of Canada.
49. Canada from the Earliest Times to the Present (Gilbert and Paterson) 233 pages  
Part IV gives an interesting account of the Canadian Indians with illustrations.
50. Let the People Know (Norman Angell) 245 pages.  
The author offers a recipe for avoiding war.
51. A Time for Greatness (Herbert Agar) 257 pages.  
The publishers say "this book is for all thinking Americans, a challenging clarification of our problems of yesterday, today and tomorrow".
52. Building the Canadian Nation (George W. Brown) 478 pages.  
Profusely illustrated. The story of Canada from the beginning until 1941.
53. Canada after the War (Brady & Scott) 348 pages.  
A collection of articles on political, social, and economic policies advocated by the contributors who are mostly college faculty members.
54. The French Canadians Today (Wilfrid Bovey) 159 pages.  
Adapted and abridged for Penguin books by George Buxton  
A discussion of the activities of the French race throughout Canada.
55. Liberty Today (C. E. M. Joad) 216 pages.  
The author gives his views of the case for and against freedom and deals with the prospects for human liberty. Although published in 1935, it has a current interest.
56. Conditions of Peace (E. H. Carr) 282 pages.  
Written in 1944 by a Professor of International Politics in the University College of Wales.
57. The Inter-American System (A Canadian View) (John P. Humphrey) 1942 329 pages.  
Written at the request of the Canadian Institute of International Affairs by a member of the faculty of law of McGill University. The author is concerned with the Pan American movement.



Number

58. Manual of Canadian Business Law (Falconridge & Smith) 295 pages.  
The elements of law on matters where questions of money and property arise. A convenient reminder of the points on which one should seek competent legal advice.
59. Le Canada par L'Image (Benoit Brouillette) 142 pages.  
La methode consiste a constituer l'idee des phenomenes geographiques sur le fond solide d'une observation directe, a l'agrandir par la presentation d'images, de recits pittoresques, en utilisant le gout de l'observation (ou en le creant) et l'imagination de l'eleve.
60. Geographie Generale (Le Continent Americain)(Raoul Blanchard) 222 p.  
La plupart du livre traite de la Province de Quebec.
61. Our Country and its People (McDougall & Paterson) 239 pages.  
Approved for the Province of Alberta. The treatment is sociological rather than historical. First published in 1938. The authors avoid comparing democracy with other forms of government. Could be used as a teacher's reference in other provinces.
62. Pupils' Empire Atlas (Birkett) 1939 48 pages.  
Pupils' atlas for use in Grades 7 and upwards.
63. Historical Atlas of Canada (Burpee) 1927 48 pages.  
Available as a pupils' text in grades 7 and upwards and as a teacher's reference for lower grades.
64. Explorers, Soldiers and Statesmen 1938 330 pages.  
(W. J. Karr)  
A History of Canada through biography. Suitable as a teacher's reference book. Contains stories of Great Canadian Heroes.
65. Canada (Paterson) 1933 230 pages.  
Available as a teacher's reference and library book at the rate of one per classroom. The story of the Canadian people up to the present time.
66. How to Win the Peace (Hambro) 1942 380 pages.  
Author - President of Norwegian Parliament.  
Available at the rate of one per teacher with pupils in grades 7 and upwards.
67. New Zealand (Nash) 1943 320 pages.  
This will interest many teachers in view of the progress made by the Maoris. The author was formerly Deputy Prime Minister. Available at the rate of one per teacher of Grades 7 and upwards.
68. Nineteenth Century Europe (Flenley) 1937 272 pages.  
Deals with the history of Europe in the Nineteenth Century and available for high school teachers.
69. Canada After the War (Brady) 1945 350 pages.  
Issued under the auspices of the Canadian Institute of International Affairs. Deals with political, social and economic policies for post-war Canada. Available at the rate of one per teacher.

Number

70. Let the People Know (Angell) 1942 245 pages.  
A former Nobel prize winner's solution of winning the "Problem of Peace. Available at the rate of one per teacher.
71. Building the Canadian Nation (Brown) 1942 480 pages.  
An excellent teachers' reference book, fully illustrated, giving a detailed account of the story of the growth of Canada. Available at the rate of one per teacher of grades 7 and upwards.
72. The Discovery of Canada (Burpee) 1944 280 pages.  
The story of Ericson, Cabot, Cartier, Lasalle and the Arctic Explorers. Available as a reference book for teachers of Grade 5 and upwards.
73. Social Security for Canada (Marsh) 145 pages.  
The report of the Special Committee on Social Security. Available at the rate of one per teacher.
74. **Nazis in the Woodpile** (Glesinger) 250 pages.  
The inside story of Hitler's plot to seize the world Available for teachers of senior grades.

E n g l i s h

75. Shakespeare - Five Great Tragedies: Hamlet, King Lear, Romeo and Juliet, Julius Caesar. Complete and unabridged with glossary. Grades 10 and up.
76. Shakespeare - Fourteen of his Comedies:  
Including The Tempest, The Merchant of Venice, As you Like It, Twelfth Night, A Winter's Tale and Midsummer-night's Dream. Grades 10 and up.
77. Shakespeare - The Stories and Poems of William Shakespeare  
- one per teacher.  
The Comedies of William Shakespeare - one per teacher.
78. Creative English (H. W. Brown) 1940 346 pages  
(Grades 10 and 11)  
This is both a text book for secondary schools and a reference work for those who wish information on specific problems in English, Grammar, Composition and usage.
79. Mastering Effective English - Tressler & Lewis - 1937 - 620 pages.  
Grades 9, 10 and 11.  
This book is authorized for use in Saskatchewan and New Brunswick. The emphasis is on speech and writing and includes exercises in parliamentary procedure and public speaking. The book is definitely for the senior high school grades but is available as a reference book for teachers.
80. The Businessman's English (Bartholomew & Hurlbut) - 1945 - 357 pages.  
A review of spelling, grammar and composition, designed to raise the level of the average person's business English. The book contains many useful exercises and advice on the choice of words.



Number

81. Business Letter Writing, Applied English and Filing (E. Warner) 1940.

This is a text book often used in high schools and business colleges.

Books for the Upper Grades - Social Studies

82. A World Geography for Canadian Schools (Denton & Lord)  
New (1942) Edition. 566 pages.

Authorized for British Columbia and the Protestant schools of Quebec. Recommended for schools in Alberta and Ontario. Grades 7 and 8 and a useful teacher's reference book for lower grades.

83. Goode's School Atlas - 1943 edition - 286 pages.

Emphasises the United States of America but useful for Canada and other countries especially in regard to physical and economic geography. Useful reference for schools having grades 6 and upwards.

84. The French Colonies (Jacques Stern) 331 pages.  
Deals with the colonies of France throughout the world since A.D. 1,000. Suitable reference book for high school use.

85. Miniature History of the War (R.C.K. Ensor) 94 pages.  
Deals with World War II down to the liberation of Paris.  
Available at the rate of one per teacher of grades 7 and up.

96. Social Studies for Canadians (Cornish & Dewdney) Volume I. 504 pages.  
Early part of the book deals with the life and activities of Canadians, e.g. trappers, fishermen, miners, lumbermen, city dwellers and selected countries of the Eastern and Western hemispheres. The latter part of the book gives details of the development of the various sections of Canada.  
Grade 8 text-book in certain provinces

97. The Modern World (MacKay and Saunders) 558 pages.  
The author gives the economic background of the modern world and discusses democracy and its rivals as they existed in 1935. Available at the rate of one per teacher and one per pupil in grades 6 and upwards.

98. A Commercial and Economic Geography (Morrison) 556 pages (1930).  
A reference book for teachers of grades 7 and 8 and a text-book for high school pupils in Geography.

101. Triple Alliance and Triple Entente 1934 - 130 pages.  
A text book for pupils in senior high school. Also available as a teacher's reference for those with pupils in grades 8 and upwards.

Books for Teachers

Number

102. Guiding Child Development in the Elementary School (Macomber) 335 p.  
  
The author inclines to the "progressive" views currently popular in the United States.  
One per teacher of day and residential schools.
103. Casebook of Research in Educational Psychology - Edited by Pressey & Janney 431 pages.  
  
"Dedicated to the teachers who experiment". A collection of papers by eminent educators on a variety of aspects of education and school problems. Useful for teachers studying paedagogy.
104. Principles and Techniques of Guidance (Lefevre et al) 522 pages.  
  
Deals with educational and vocational guidance with emphasis on the clinical approach and the teacher's role.  
One per teacher of day and residential schools.
105. Psychology and Life (Floyd L. Ruch) 1941 754 pages.  
  
Recommended for teachers who are working on their degrees in Education. Limited supply available.  
  
Psychology and Life (Myers) 1941 - 378 pages.  
  
A more advanced book than the above. As a limited supply only is available, we would recommend this book only for those who have done previous work in vocational guidance.
106. The Beginning Teacher (Almack & Lang) 1928 478 pages.  
  
A standard text in normal schools for teachers' use.  
Available at the rate of one per teacher.
107. A Guide to Guidance (Smith & Roos) 1941 440 pages  
  
An advanced book in limited supply and recommended for teachers who have done oral work in guidance techniques.
108. Elementary School Organization and Management (Dougherty - Gorman - Phillips) 1936 450 pages.  
  
A standard text whose title is self-explanatory.  
Deals with time-tables, discipline, testing, attendance, etc.  
Available at the rate of one per teacher while the supply lasts.

Commercial

109. Twentieth Century Bookkeeping and Accounting 1940 - 282 pages.  
Baker et al ) A text book for use in those schools teaching high school business course.
110. Drill Exercises in Canadian Bookkeeping ( K. Beech & Graham Bruce) 1939 - 275 pages. A textbook for use in those schools teaching high school business course.  
Standard text-book in most Canadian Provinces.



M i s c e l l a n e o u s

Number

111. Elementary Psychology (Karl S. Bernhardt) Toronto U.) 300 pages.

" . . . a book on psychology for beginners which incorporates the accuracy and scientific viewpoint of the college text but which is written in such a way as to be thoroughly understandable to the readers who have not the benefit of the college classroom."

One per Teacher of Day and Residential Schools

112. Health and Human Welfare (Burkard - Chambers - Maroney)  
1937 630 pages

A high school text in Health which may be used in any grade since the characteristics of the book lend themselves to ready adaptation.

113. Elements of the Differential and Integral Calculus  
(Granville) 1941 550 pages.

A textbook for senior matriculation calculus.

# APPLICATION FOR CLASSIFICATION ON INDIAN SCHOOL TEACHER'S SALARY SCHEDULE

## I. PERSONAL QUALIFICATIONS

Name in full (please print) .....  
(Surname) Christian Names)  
Date of Birth ..... Place of Birth .....  
Sex ..... Religious Denomination ..... Health .....  
Canadian Citizen ..... Service in H.M. Forces .....

## II. PROFESSIONAL & ACADEMIC QUALIFICATIONS

I attended high school at ..... in the  
Province of ..... and received a .....  
Certificate after successfully completing ..... years of high school.  
I then attended ..... University for a period of  
..... years and received a ..... degree (only where  
applicable; give other details on back).

I attended a Teacher Training Course at ..... Normal  
School in the Province of ..... for ..... months in the  
years .....

I hold a ..... Class Teacher's Certificate of a .....  
..... (temporary or permanent) nature in the Province of .....  
..... It is numbered ..... dated .....  
and is valid until .....

## III. TEACHING EXPERIENCE

	Dates	Name of School	Town and Province	Total Years
1.	.....	.....	.....	.....
2.	.....	.....	.....	.....
3.	.....	.....	.....	.....
4.	.....	.....	.....	.....
5.	.....	.....	.....	.....

(use other side for more detail)

IV. My total teaching experience is ..... years in Indian Schools  
and ..... years in Provincial Schools.

Summer Schools - In order to qualify for salary increments as shown in the  
schedule, I certify that I have attended the following professional summer  
schools conducted by Provincial Departments of Education or Canadian Univer-  
sities for a duration of four weeks or more in length:

	Year	Course taken	By whom course was conducted	Length of Course in weeks
1.	.....	.....	.....	.....
2.	.....	.....	.....	.....
3.	.....	.....	.....	.....

(use other side for more detail)

I therefore request, in view of my qualifications and experience as  
detailed above, that I be classified as a Grade ..... teacher and that my  
salary as a teacher in the ..... Indian Day School for  
the 1947-48 academic year be set at \$..... according to the salary schedule.

I understand (i) that all salary increases are clearly described in the  
schedule regulations as for "satisfactory service", (ii) that therefore it will be  
necessary for the Indian Affairs Branch to carefully consider School Inspectors'  
and other reports submitted upon my teaching service, and (iii) that these  
reports must be decided as being "satisfactory" in order that such a raise be  
granted.

.....  
(Signature of teacher)

Comments and signature of Indian Agent.



